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ABSTRACT

The guidelines for planning career education programs revolve around gathering valid and comprehensive data. The career education planning model involves determining people's needs, available resources, and alternatives; establishing policies and practices; writing objectives and plans; and evaluating the results. The document, in outline form, discusses the nine items involved in planning: (1) determining human and economic needs of an area (using sources providing demographic data; employment and welfare statistics; student and labor data; and needs related to social adjustment, location, dropouts, and poor school achievers); (2) ascertaining current resources; (3) comparing the needs profile with the resource inventory to determine the extent to which needs are being met; (4) resources needed to fulfill unmet needs; (5) identifying possible alternatives; (6) identifying constraints; (7) establishing objectives; (8) developing short- and long-range plans; and (9) developing a comprehensive evaluation system. (JB)

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PLANNING FOR CAREER EDUCATION PROGRAMS

Guidelines for Local Planners

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State of Iowa
Department of Public Instruction
Career Education Division
Grimes State Office Building
Des Moines, Iowa 50319

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PLANNING FOR CAREER EDUCATION PROGRAMS

Guidelines for Local Planners

Characteristics of Planning

Planning should be continuous, evolving, and dynamic. If planning is conceived as a rigid, unswerving plotting of all future activities, it is doomed to failure at the outset. Planners must predict and project, based upon the most valid and comprehensive data available. Although the plan attempts to foresee the effects of indicated actions, allowances must be made for the variables and unknowns which will inevitably affect the anticipated outcomes.

Planning Model and Planning Components

The chart, "Career Education Planning Model," on page 5, graphically depicts the steps involved in planning career education programs, services, and activities. On page 6, the chart, "Career Education Planning Components," provides a ready-reference summary of the various items which should be considered when the plan is developed. Data outlined on these charts are combined and expanded in the following narrative section.

Planning Sequence and Data Sources

1. Determine Human and Economic Needs of Area

   a. Consult 1970 Census, Area School Population Studies and the Population Analysis Tables of the Annual CAMPS plan for demographic data, such as age levels, sex, and minority groups. The base data for this report are available in reports entitled Summary Manpower Indicators for the state and for each of the 16 CAMPS areas as well as a publication providing "Selected Manpower Indicators" for the state, standard metropolitan statistical areas (SMSAs) counties, and cities. Excerpts from the selected manpower indicators publication and other data sources are included with these quidelines in the package entitled "Population Needs Profile" and the supplements.

   b. Consult the Employment Security publication, Annual Manpower Report, for data on unemployment, under-employment, under-utilized, welfare recipients, veterans needing manpower assistance, and similar examples of target groups. These reports are prepared for the state and larger labor market areas, including Burlington, Cedar Rapids, Council Bluffs, Davenport, Des Moines, Dubuque, Fort Dodge, Marshalltown, Sioux City, Spencer, and Waterloo. Employment and unemployment data are included in Supplement II to the "Population Needs Profile."

c. Besides Census and Employment Security data on low-income individuals, additional information is available through a contract with the Iowa Department of Revenue, whereby data are furnished indicating income levels arranged by family size and farm or non-farm categories. Data are available for both counties and school districts. Poverty guidelines furnished by the U.S. Department of Labor are then applied against the low-income data to indicate the number and percentage of individuals below the poverty guidelines. "Pockets of poverty" can then be plotted on county or school district maps indicating those areas which might be eligible for special funding. The most current low-income information is contained in Supplement III to the Population Needs Profile.

d. Information resulting from the Career Education Needs Information System (CENIS) surveys will indicate area and statewide needs involving Labor Demand, Labor Supply, and Student Interests. CENIS Labor Supply data encompass training output from public secondary and postsecondary institutions, private schools (including commercial training schools), and formal training conducted within business and industry.

e. Another "need" item to be considered is that of social adjustment. Such problems may overlap with other need areas such as minority groups, disadvantaged, handicapped, etc., or may represent a special problem area such as prison parolees or releasees, alcoholics, drug addicts, mentally retarded, mentally handicapped, epileptics, etc. Data are available from such public service agencies as the Department of Social Services and the Division of Rehabilitation Education and Services of the Department of Public Instruction.

f. "Location" needs such as rural areas, urban areas, or areas faced with acute in-migration or out-migration create special planning problems. These needs may affect planning career awareness and exploratory activities as well as preparatory programs. Consult Iowa Development Commission publications or university studies for further data.

g. Statewide and area data involving dropouts and poor school achievers are available from the Iowa Department of Public Instruction.

2. Ascertain Current Resources

a. Determine the current level of available funding as well as existing resources involving staff, time, facilities, and equipment.

b. Determine the extent to which community resources (advisory committees, speakers from local business firms, field trips to business and industry) have been identified and are being utilized.

c. Assess the effectiveness of existing programs through self-evaluation efforts, team visits by outside experts, third-party evaluation, or cost-benefit analysis activities. Area and statewide data are currently available from the one-year follow-up studies. More in-depth information will result from the three-year follow-up study when it becomes statewide in application. Many schools conduct locally sponsored comprehensive follow-ups which may yield data.

3. Compare the Needs Profile with the Resource Inventory to Determine the Extent to Which Needs are Being Met.

4. Project Needed Additional Resources to Fulfill Unmet Needs.

5. Identify Several Possible Alternatives (merging of resources, modifying or eliminating existing programs, creating new programs, etc.)

6. Identify Constraints

   a. Determine limitations of anticipated funding,

   b. Determine optimum capability of existing resources,

   c. Identify deficiencies in the availability of data necessary for knowledgeable planning,

   d. Determine restraining effects of national or state legislation,

   e. Determine other legal restrictions,

   f. Identify political or special interest pressures with potential adverse effects to program planning and development,

   g. Identify local or state policies or practices which might inhibit planning, and

   h. Attempt to identify points of opposition or adverse public opinion.

7. Establish Objectives

   a. Choose the most feasible alternative(s).

   b. Develop short- and long-range measurable objectives.

8. Develop Short- and Long-Range Plan

   a. Describe the concept and philosophy of career education which will be the basis for all planning,

   b. Identify the functions involved in providing services designed to meet identified needs, e.g., instructional services in such areas as awareness, exploratory, preparatory, supplementary, etc.; then determine the programs necessary to carry out these functions,

   c. Determine which clusters, e.g., the fifteen U.S. Office of Education clusters, can most feasibly and realistically be offered for exploratory purposes and which occupational areas should be included in preparatory offerings,

   d. Review materials resulting from research and exemplary projects in Iowa and other states and adapt those ideas, methods, or techniques best suited to the unique needs-resources mix within each merged area,

   e. Identify responsibilities (administration, advisory committee, staff, students) for occupational analysis, proposal development, determining course content, etc.,

   f. Indicate activities which must be performed to achieve the objectives, and

   g. Identify timetable for performing the activities, and indicate implementation responsibilities.

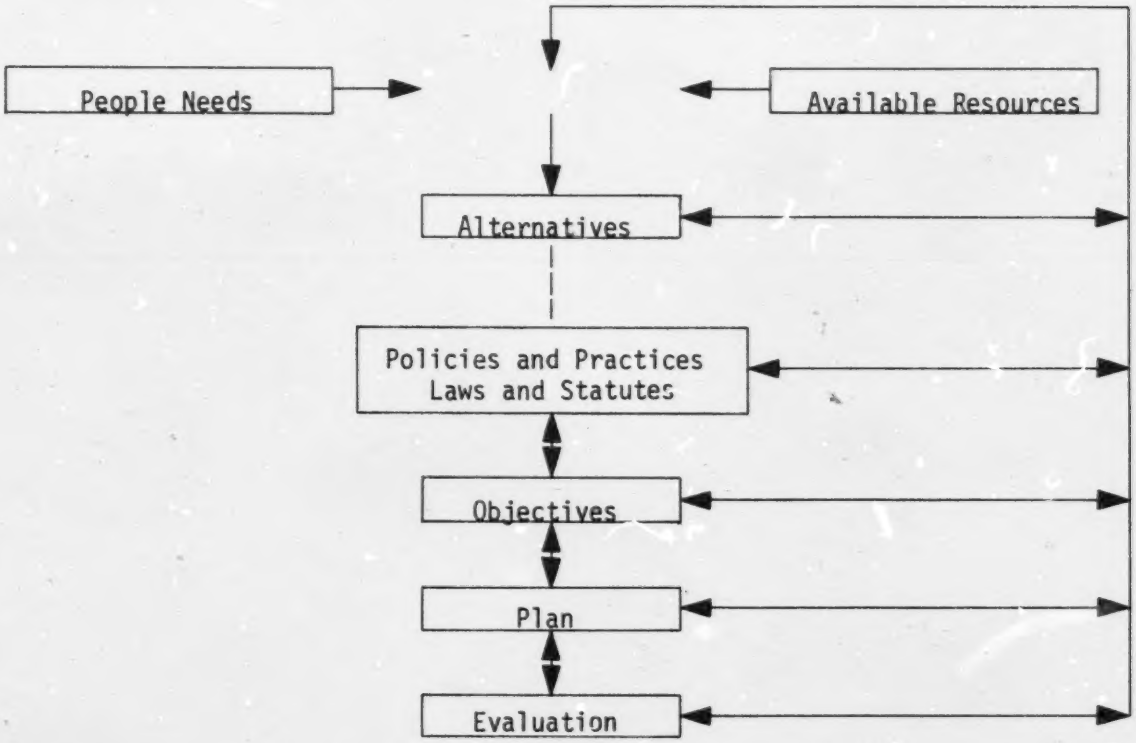
9. Develop a Comprehensive Evaluation System

   a. Provide for self-evaluation with optimum involvement of instructors, students, and the community,

   b. Request outside evaluation, and

   c. Provide for frequent feedback so that the planning system can be modified at the appropriate step in the sequence.

CAREER EDUCATION PLANNING MODEL



The overall planning diagram applies primarily to long-range, comprehensive planning. These components should be considered in any planning activity, but would normally not involve as extensive data-gathering and analysis.

The objectives-plan-evaluation cycle is continuous in any type of planning or operational effort.

CAREER EDUCATION PLANNING COMPONENTS

PEOPLE NEEDS DATA

Manpower Requirements
- Labor Demand
- Labor Supply
- Student Interests

Population Need Factors
- Age Levels
- Sex
- Educational Levels
  - Elementary
  - Secondary
  - Postsecondary
  - Adult
- Minority Groups
- Veterans
- Welfare Recipients
- Handicapped
- Low School Achiever
- Economic Status
- Social Adjustment
- Dropouts
- Unemployed
- Underutilized
- Rural area
- Urban area
- Migration Trends

RESOURCES DATA

Staff Resources (public and private)
- Professional
- Support
- Administration and Supervision

Physical Resources (public and private)
- Facilities
- Equipment
- Materials

Time

Financial Resources

Programs, Services, Activities (current)

Staff Development (Pre-service, In-Service Training)

Community Resources
- Advisory Committees
- Community Support

DETERMINING PROGRAM EFFECTIVENESS

Evaluation (Self-Appraisal, Team Visits, Third Party)
Follow-up Studies
Cost Benefit Analysis